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ABSTRACT

United States society is becoming increasingly diverse in the 21st century. Even in rural areas, the population is becoming less Caucasian and African American, and more Hispanic and Asian. U.S. citizens also have much more contact with people from other countries through industry and trade. Considering these factors and the U.S. ideal of accepting persons of all races and national backgrounds, today's children and youth should learn to respect people from other countries. A study was conducted to determine whether children who had exposure to internationals in the classroom had better attitudes toward people from other countries than children who had little or no exposure to internationals in the classroom at a 0.05 level of significance. The study was conducted over a 21-week period in two third grade classes in a primarily Caucasian rural/suburban school in east Tennessee. One class served as the test group and the other class as the control group. Nine international college students from six different countries visited the test group. Each guest taught the class about his home country for 15 to 20 minutes and answered questions about his country. No international guests came to the control group, and none were recent immigrants. A teacher-made attitudinal survey consisting of 10 multiple-choice questions was read aloud to the students. Each question had four possible answers. The researcher rated the responses based on how positive they were toward internationals and tallied the scores for each survey, comparing the results of the two classes using a t-test. No significant difference was found between the two groups, when measured at a 0.05 level of significance. (Contains a 40-item bibliography. Appended are parent forms, the survey, and the survey score form.) (BT)

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A STUDY OF THIRD GRADERS' ATTITUDES TOWARD PEOPLE FROM OTHER COUNTRIES

An Action Research Project
Presented to
The Department of Teacher Education
of Johnson Bible College

In Partial Fulfillment
of the Requirement for the Degree
Master of Arts in
Holistic Education

by
Laura Anne Roberts
July 2001

SO 032 950

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APPROVAL PAGE

This research project by Laura Anne Roberts is accepted in its present form by the Department of Teacher Education at Johnson Bible College as satisfying the action research proposal requirements for the degree Master of Arts in Holistic Education.

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ABSTRACT

American society is becoming increasingly diverse in the Twenty-First Century. Even in rural areas, the population is becoming less Caucasian and African American, and more Hispanic and Asian. In addition, Americans now have much more contact with people from other countries through industry and trade. Considering these factors and the American ideal of accepting persons of all races and national backgrounds, it is important for today's children and youth to learn to respect people from other countries.

The purpose of this study was to determine whether children who had exposure to internationals in the classroom had better attitudes toward people from other countries than children who had little or no exposure to internationals in the classroom at a 0.05 level of significance. The researcher conducted the study in two third grade classes in a primarily Caucasian rural/suburban school in East Tennessee. The study took place over a twenty-one week period. The researcher used one class as the test group and the other class as the control group. Nine international college students from six different countries visited the test group. Each international guest visited the class once for thirty to forty minutes. Each guest taught the class about his home country for about fifteen to twenty minutes. The guests used the remaining time in the classroom to answer any questions the students had about their countries. In addition, the previous year a woman in the community adopted one of the students in the test group from Guatemala. She was still in the process of acquiring the English language, although she spoke fluently enough to not receive ESL services except on a

consultative basis. No international guests came to the control group, and none of the students in the class were recent immigrants to the United States.

At the end of the study, the researcher administered a teacher-made attitudinal survey. The test consisted of ten multiple-choice questions. The researcher read the test aloud to the students. Each question had four possible answers. The researcher rated the responses based on how positive they were toward internationals. The researcher tallied the scores for each survey and compared the results of the two classes using a t-test. Both classes had moderately high attitudes toward internationals, but the average attitude of the test group was higher than the average attitude of the experimental group. There was no significant difference found between the to groups, when measured at a 0.05 level of significance.

The researcher concluded that although there was no significant difference found between the students that had exposure to internationals in the classroom and the students that had little or no exposure to internationals in the classroom, it is still beneficial to have internationals visit the classroom. There needs to be more research conducted to determine the most effective way to improve students' attitudes toward internationals.

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Chapter 1

INTRODUCTION

Significance of the Problem

Students in the Twenty-first Century must have the ability to respect and work alongside people from other cultures. Today's students must be prepared to work in a global economic system. The past isolationist attitudes and prejudices toward people from other countries can no longer be accepted in American society if the United States wants to be a part of the global marketplace. The face of America is changing. Even areas of the country that Caucasians, African Americans, and Native Americans once primarily occupied, such as Southern Appalachia, now have, or will soon have, significant immigrant populations. The students of today will soon become the leaders of tomorrow and must be prepared to interact in a global society.

Statement of the Problem

This study investigated whether students who had exposure to internationals in the classroom had better attitudes toward internationals than students who did not have exposure to internationals in the classroom.

Definition of Terms

English as a Second Language (ESL)-English instruction for children whose native language is not English and do not speak English fluently enough to easily function in a classroom setting.

Multiculturalism-The study of different cultures in order to gain an appreciation and respect for those cultures.

Limitations

The researcher only conducted this study with two classrooms in the same school. One classroom was the control group; the other was the experimental group. The principal assigned the subjects to their classrooms. Therefore, the two groups were not randomly chosen.

This study took place over a period of twenty-one weeks. Nine different international college students visited the experimental classroom. Each international guest spoke to the class once for thirty to forty minutes. Therefore, the students' exposure to persons from other cultures was limited.

Assumptions

The researcher assumed that the subjects had the mental capacity to comprehend the questions in the research survey.

The researcher assumed that the attitudes toward foreigners in both classes were equally distributed.

The researcher assumed that the answers given on the attitudinal survey really represented the students' attitudes toward people from other countries.

Hypothesis

There will be no difference between third grade students who will have exposure to internationals in the classroom and third grade students who have no exposure to

internationals in their attitudes toward people from other countries as measured by a teacher made survey at the 0.05 level.

Chapter 2

REVIEW OF RELATED LITERATURE

Description of the Problem

America is a nation of immigrants. Except for those persons of Native American descent, all United States citizens can trace their ancestry to "foreigners" who came to America from other countries. It is interesting to note, however, that even with this immigrant heritage, the American public has not and does not always have a positive attitude toward persons from other countries. Throughout history, former American immigrants have developed the "drawbridge mentality," which accepts immigrants of their race or nationality, but excludes immigrants from other backgrounds (Epenshade, & Hempstead, p. 537). The Puritans excluded the Quakers, Episcopalians, and Catholics. The English excluded the Irish and the Germans, who in turn excluded the Italians, Jews, and Russians.

Nativism is the attitude held by American citizens who want to restrict people's ability to find residence or citizenship in the United States (Kirkpatrick, p. 39). People who ascribe to nativism do not want to accept anyone into the United State who they deem "strange" or "foreign;" persons who do not seem like a "native" of the United States. Nativists often try to restrict, exclude, or harass immigrants. In the past, these attacks have been directed against Irish, German, and Japanese immigrants. Today, aggression directs itself against those of Mexican, Central American, or Asian decent.

America has a strong history of nativism. The first American policies that limited immigration occurred after the 1870's (Espenshade, & Hempstead, p. 537). During the 1880's America was in a period of recession, and immigration had shifted from people from Northern Europe, to people from Southern and Eastern Europe. It was at this time that attitudes of Anglo-Saxon superiority became popular.

During the 1840's many Chinese men immigrated to the United States as laborers. Fearful that the increasing Chinese population would take away their jobs, the Irish Labor Union convinced Congress to pass the Chinese Exclusion Act in 1882. The Gentleman's Agreement followed, which limited Japanese immigration in 1907. The Immigration Restriction League formed in Boston in 1894. The anti-immigration attitudes of the late Nineteenth and early Twentieth Centuries are epitomized in this 1920 quote by Kenneth Roberts in a *Saturday Morning Post* editorial-"If the United States is the melting post, something is wrong with the heating system, for an inconveniently large portion of the new immigration floats around in unsightly indigestible lumps" (Espenshade, & Hempstead, p. 537).

Before World War II, immigration was limited to mainly Northern and Western Europe. After the War, immigration policy became more liberal. Amendments to the 1952 Immigration and Nationality Act in 1965 did away with the quotas that limited the number of immigrants that could come to the United States from specific countries. One of the causes for this new liberal attitude toward immigration was the fact that the United States was now a Superpower and felt the responsibility to meet the needs of refugees throughout the world. The immigration pendulum swung to the right again during the

late 1970's and early 80's, as Americans again wanted to increase immigration restrictions.

The face of the American immigrant has dramatically changed since the middle of the Twentieth Century (Epenshade, & Hempstead, p. 538). Before the 1965 amendments to the Immigration and Nationality Act, a majority of immigrants were from European countries. However, now that country-specific immigration quotas have been removed, many more people immigrate from Latin America and Asia. In the late 1980's, five out of every six American immigrants were from Latin America and Asia. Only ten percent of immigrants were from European nations.

Americans are often fearful that persons from other countries will take away their jobs, use an unbalanced amount of social services, or come to the United States just to receive welfare services (Lucas, p. 15). Studies have shown, however, that this is not the norm. Other reasons that Americans are concerned about immigration are the fears that immigrants will provide cheap labor that will take away American jobs, and negatively influence American culture through crime, drugs, disease, and an unwillingness to assimilate or learn English (Epenshade, & Hempstead, p. 538). Americans today are also concerned with the rise in illegal immigration.

Some analysts believe that prejudice against people from other countries is on the rise. A recent news magazine poll indicated that sixty percent of its respondents believed that immigration was bad for the United States (Mehta, Ruby, & Letts, p.16). In addition, there has been an increase in anti-immigration laws, such as Proposition 187 in California (Lucas, p. 15). This 1994 law forbid illegal immigrants from going to public school or

receiving any non-emergency health care in the state of California, and required persons such as school teachers to report persons that were in defiance of this law to the authorities (Epenshade, & Hempstead, p. 3). The main reasons people supported this bill were that they believed it would save tax money, secure American jobs, and provide a safer environment.

There is some evidence, however, that prejudice has decreased some over the past forty years, at least is its more active form (Bigler, p. 687). The role of minorities has dramatically changed. A much higher percentage of persons from minority groups now have high status and/or well-paying jobs, college educations, and live in racially integrated neighborhoods.

Americans have also always had a tradition of welcoming newcomers, and there is a growing amount of acceptance toward cultural diversity in today's society (Kirkpatrick, p. 39). There seems to be a coexistence of both positive and negative attitudes toward people from other countries in present-day America. Americans in certain geographic areas have shown to have higher percentage of prejudice than others. Prejudice towards persons who are not Caucasian Americans tends to be higher in the southern United States, especially among Caucasian males (Kulinski, Cobb, & Gilens, p. 323).

There are several aspects of a newcomer's native country that often determine his degree of adjustment and success in American society (Lucas, p. 12). First, the greater the similarity between the newcomer's country, and the United States, the easier the person will fit into and adjust to American life. Second, the history of American relations

with the person's country often influences how the person is perceived in American society. Third, the closer the person's home country is to the United States, the easier it is for him to adjust.

Several factors often determine how readily the American public accepts people from other countries (Lucas, pp. 14-15). First, the degree to which the person can speak English often plays a large impact in that person being accepted by American society. In some American contexts there is very little tolerance for persons who have not acquired or are still in the process of acquiring the English language. Second, a person's acceptance is often determined by the status of his native land. A person is more likely to be accepted if his country has a good history of U.S. relations, if previous experiences with immigrants of his country have been positive, and if the economy of his home country is good. Third, a person's acceptance is related to American attitudes toward race. Those persons from European nations are often more easily accepted than those of non-European nations. Finally, the overall attitude toward immigration will affect how a person is accepted into the United States.

American society is becoming increasingly diverse in the Twenty-First Century. It is no longer appropriate to refer to America as the "Melting Pot" (Supon, p.2, &ˆImel, p. 3). According to Supon,

> "This metaphor was used to believe that all people were placed into one context . . . and while they were part of the larger whole, the loss of identities and cultures occurred . . . A puzzle, mosaic, tapestry, pizza, and salad are the metaphors to use now . . . indicating how each unique part is a contributing factor to the whole while each unique part maintains its own identity" (p. 2).

Although persons from other countries must adapt, to a certain degree, to American culture and the English language in order to survive, they should not be forced to give up their rich cultural heritage.

The American business world is also becoming much more diverse and international. It is now impossible for America to maintain its previous prejudices and isolationist attitudes, if it wants to be a part of the global marketplace. In order for America to continue to be a great nation, it must hold on to its democratic principle of equality for all people, regardless of their race or national heritage. This principle must taught and modeled to today's students.

Importance of the Topic Among Other Research

There have been several studies conducted that examine how students best improve their attitudes toward persons of other cultures. In one study of Edmonton high school seniors, it was found that those students who were planning to pursue higher education had better attitudes toward immigrants than those students who were not planning on furthering their education (Epenshade & Hempstead, p. 3). It was discovered that after attending a school of higher education, students' attitudes became even more tolerant of persons from other cultures. Those students who did not pursue higher education developed more negative attitudes as time progressed. Also, a 1994 Gallup poll indicated that Canadian citizens with higher education were less likely to say that Canada should lower its immigration limit than Canadians who were not as highly educated (Sorensen, & Krahn, p. 5). Another study conducted in Australia found that there was no significant difference in cross-cultural attitudes between those in foreign

language programs and those who were not in foreign language programs (Ingram, & O'Neil, p. 23). No significant difference in cross-cultural attitudes was also found between those who studied a foreign language for a longer time verses a shorter time.

There seems to be a correlation between attitudes toward the American economy and immigration attitudes (Epenshade, & Hempstead, p. 556). Persons who believe that the economy is doing well tend to have more positive attitudes toward immigrants than person who believe that the economy is not doing well. In addition, there is a correlation between isolationist attitudes and negative attitudes toward immigrants.

Teacher's who have positive attitudes toward people from other cultural heritages usually have the following traits (Banks & Banks, p. 152). These educators tend to have a sophisticated knowledge base and a wide array of pedagogical skills. They have a good understanding of their own cultural experiences, values, and attitudes toward those who are different from them. Finally, they have added to their cultural worldview through their studies, experiences, and reflection on their own attitudes.

Research on Multiculturalism

There is a strong push in today's education system for multicultural education because of the present diversity in American society. There are different degrees and definitions of multiculturalism, but in essence multicultural knowledge includes, "key concepts in multicultural education such as culture, immigration, racism, sexism, cultural assimilation, structural assimilation, ethnic groups, stereotypes, prejudice, and instructional racism" (Banks & Banks, p. 152). In other words, multiculturalism is the

study of other cultural backgrounds with the intent of cultivating respect for those of different cultural heritages.

Multiculturalism may be integrated into the curriculum on four different, hierarchical levels (Ford & Harris, pp. 5-11). The first level is referred to as the Contributions Approach. When educators use this approach in the classroom, they mainly focus on the heroes, holidays, and distinct elements of a particular culture. This is the approach that is used most frequently in the classroom. This methodology maintains the current traditional, ethnocentric curriculum in its fundamental structure, goals, and main characteristics. For example, when non-Caucasian historical figures are discussed, they are done so in relation to Caucasian historical figures. Also, persons who considered radical and counter cultural would not be discussed in this approach. When multiculturalism is presented in this fashion, students often get a distorted view of reality. Another characteristic of this approach is that aspects of culture are discussed, such as food, music, and dance, but the significance of these cultural characteristics is not addressed. Although this approach to multiculturalism is the easiest to implement, it is also the least effective and most superficial.

The second level is called the Additive Approach. In this approach the content, concepts, themes, and viewpoints of other cultures are added to the syllabus without changing its structure, function, and characteristics. This approach helps the students learn about persons from other cultures, but it fails to give them the background knowledge to help them fully comprehend the context of the content that is added, and view society from another point of view.

The next two levels attempt to change the status quo in society. The third level is called the Transformational Approach. When teachers use this approach to teach multiculturalism, the students are able to view subject matter from the perspective of different minority groups, and they are given the skills needed to empathize with persons of other cultural backgrounds. This approach shows how all cultures have intertwined to create American society, not how minority cultures have influenced the dominant Caucasian culture. The final level of multicultural teaching is called the Social Action Approach, in which the students are taught how to make decisions regarding important social issues and take action to help resolve society's problems.

In order for teachers to teach multiculturalism effectively, they must not only change their pedagogies, but their own beliefs and attitudes towards others (Banks & Banks, p. 151). This is because multicultural education is not just about gaining knowledge or skills, but changing attitudes. According to Banks and Banks, the goal of multicultural education should be to "help students gain content, attitudes, and skills needed to know reflectively, to care deeply, and to act thoughtfully" (p. 151). Banks and Banks believe that teachers are able to do this best when they adopt what they call equity pedagogy, or teaching methods that help students from diverse backgrounds effectively function in society and change it to be more just, humane, and democratic (p. 151).

Prejudice is not a scientific phenomenon solely based on race (Valli, p. 127). Prejudice is formed through a history of events and domination between groups. Teachers cannot ignore the racial backgrounds of their students. In order for multiculturalism to be effective, it must include the following elements. First, it must be

integrated within the existing content of the class. Second, it should encourage the construction of new knowledge about persons from other cultural backgrounds. Third, it should aim to reduce any prejudice the students might have. Fourth, it should be based on equity pedagogy. Finally, it should become an empowering school culture.

Effective multicultural teaching does not ignore racial differences, but is careful not to overemphasis them, as this may actually increase stereotypes (Valli, p. 124-126). Multicultural lessons should definitely include the cultural backgrounds of the children in the class, but they should not be limited to just these cultures. It is important for children to be exposed to a wide variety of cultures. Also, it is important that multiculturalism be incorporated into the curriculum rather than be a separate "class," as this may increase stereotypes. Often Caucasian Americans do not see themselves as a cultural group or identify themselves by their race, but in fact there is a definite Caucasian American culture that should be addressed in multiculturalism (although most of what is considered "American" culture is Caucasian culture and is already in much of our education.)

Research on the effectiveness of multicultural programs

The research on the effectiveness of multicultural programs is inconsistent (Bigler, pp. 689-691). One reason for this is the fact that many studies that have no significant findings go unpublished, due to biases of the experimenter or the publisher. Some studies have significant findings in only some areas of racial bias, but not others. Other studies show significant improvement among the attitudes of the subjects tested from one racial background, but not the other. Individual differences between the

subjects tested have also shown. Some children with previous racial bias have even increased their bias after going through racial intervention programs.

Bigler sites several reasons why multicultural programs have not overwhelmingly been shown to be effective (Bigler, pp. 692-695). First, many multicultural programs have little theoretical basis, and are based more on educational tradition than current learning theories. Second, multicultural programs often tend to be more passive than active in nature. According to Piagetian theory, children actively construct meaning, rather than passively absorb material. Based on this theory, children may either distort or forget the multicultural material presented in class. The children who are most likely to distort or forget this material are the ones that are the most racially biased.

A third reason that many multicultural programs have not been shown to be effective is that they do not take into account the cognitive differences among children of different age groups. Young children's thinking tends to be more concrete than abstract, so they are more likely to form simple stereotypes of persons from particular cultures, than adults, who can understand the many factors that influence the differences that exist between people. Very young children tend to only focus on one dimension of an object or a problem at a time. This phenomenon is referred to as centration. Therefore, children are more likely to make conclusions about a person solely based on race, rather than considering multiple factors.

The fourth reason Bigler found for the ineffectiveness of multicultural programs is that they assume that children want to become more racially sensitive, when this may not be the case. Stereotypes have strong emotional and motivational components, but

these are seldom addressed in multicultural programs. These emotional and motivational factors may prohibit the acceptance of multicultural teaching. Interestingly enough, parent attitudes have shown to have little correlation to children's racial attitudes. It is possible that children who have different attitudes than their parents acquire many of their attitudes from other environmental sources, such as the media.

Finally, racial attitudes are multifaceted. They are very complex. Racial attitudes in one area will not necessarily affect racial attitudes in other areas of one's behavior.

Bigler proposes that multicultural curriculum can be improved (Bigler, pp. 695-697). First, there needs to be a greater emphasis on and understanding of counter stereotypical models. These are models that go against what a stereotypical person of a given culture would be like. For example, a story about successful, college-educated, Mexican-American female who owns and operates a large orchard would be a counter stereotypical model that goes against the stereotype of the poor, lazy, Mexican-American migrant worker. Second, there needs to be a greater understanding of and emphasis on seeing people within a racial group as individuals. An effective program uses a variety of strategies and theories.

Research on Racial Bias in Children

Children, as a whole today, have less racial bias than forty years ago (Bigler, p. 687). African-American children are much less "pro-White" in their responses on racial attitudinal measures than they have been in the past. Many younger African-American children still show to have high levels of pro-White attitudes, but the majority of older African-American children seem to have either neutral or pro-African American

attitudes. In contrast, a high percentage of Caucasian children still have pro-European American and anti-African American beliefs. Caucasian children still seem to have a higher degree of overt prejudice toward minorities than Caucasian adults.

Research on the Formation of Stereotypes, Prejudice, and Racism

Stereotyping, or categorizing a person into a group and then inferring that that person has the characteristics of that group is a natural tendency (Mio, & Awakuni, pp. 49-50). The human brain processes the volumes information it receives by categorizing it into different schemas. Stereotyping is a natural cognitive process. Although it is natural to categorize people into groups, it is important for children to see people as individuals and realize that a person may not possess all of the qualities that are associated with his or her racial or cultural group. Stereotyping becomes prejudiced when a person evaluates and discriminates against people based on their ethnic or cultural background. Racism occurs when prejudice becomes institutionalized by society.

Research on the Testing of Attitudes

The word attitude comes from the Latin word "aptus," which means "fitness" or "adaptedness" (Fishbein, p. 6). There are many definitions for the word attitude, but for this research it will be considered the mental predispositions a person has toward a value. Attitudes are influenced by ones feelings, beliefs, previous experiences, and prejudices.

According to Fishbein, an attitude must meet the following criteria (Fishbein, p. 6). First, it must relate to objects or values. It cannot be a simple or trained reflex. Second, it is not completely automatic conduct, but it must attempt to influence conduct

even when the person is not consciously aware of it. Third, an attitude varies in its intensity. Finally, it is formed by experience, rather than instinct.

Attitude is a very abstract concept. Because attitudes are internal predispositions that a person possesses, they cannot be measured directly. Researchers that test attitudes must rely on persons' opinions, which are the verbal expressions of their attitudes, and their actions (Fishbein, pp. 77-78). The researcher must realize that opinions may reflect the attitudes of their subjects, but they cannot completely communicate attitudes. There are weaknesses to using opinions to measure attitudes. First, the researcher must rely on the subject's word. The researcher does not know whether or not the subject is telling the truth. Also, the subject may modify his or her true opinion about a subject for the sake of courtesy. A subject's attitude is reflected more in his or her actions than in his or her expressed opinion. Attitudes are very volatile and hard to measure (Henderson, Morris, & Fitz-Gibbon, pp. 12-13). However, when researchers measure the attitudes of a group of people, these responses tend to be more accurate than when they measure the attitudes of individuals.

There are several criteria for testing attitudes that should be followed (Fishbien, p. 82). First, attitudinal questions should be brief and easy to understand. Second, they should be able to be accepted or rejected. Third, they should reflect the subject's attitude. Four, they should contain no double-barreled statements, or statements where one question relies on another. Finally, the majority of the questions on the test should relate to the objective of the test.

Summary of Important Points

Students today must be prepared to be a part of a global society. In order to function effectively in this society, they must have respect for and the ability to work with people from other cultural backgrounds. It is important for teachers to promote positive attitudes toward persons from other cultures, by examining their own attitudes and prejudices, modeling appropriate behavior, and integrating multicultural teaching into the classroom. Although attitudes cannot be directly measured, they can be reflected through peoples' actions and opinions.

Chapter 3

METHODS AND PROCEDURES

Subjects of the Study

This study was conducted in a middle class rural/suburban elementary school in eastern Tennessee. The school in which the study took place consisted primarily of Caucasian students (over 98% Caucasian). The subjects of this study were in two third grade classes in the school. All of the subjects were between eight and ten years of age. One class in the study was the control group, and the other class was the experimental group. At the end of the study, the researcher tested and compared the average attitudes of the two groups using an attitudinal survey created by the researcher.

The experimental group had nine guest speakers from foreign countries come to their class. These guests were from six different countries, including China, Mexico, New Zealand, Poland, Venezuela, and Zimbabwe. Five of the guests were female and four were male. The control group had no contact with the guest speakers.

Each guest visited the test classroom once for thirty minutes during the twenty-one week period. Half of each guest's time was spent showing the children where his country is located on a map or globe, and briefly explaining some aspects of his home culture, using various methods, including lecture, artifacts, pictures, books, and video. The guests spent the remaining time answering questions the children had about their countries.

There were twenty-three subjects in both groups. Twenty-two of the twenty-three students in the class used as the control group were Caucasian, and one student was

African American. Out of the original twenty-three students in the class, nineteen were used as the control group. One student was not included in the study because he had autism and the researcher believed that he could not understand the survey. Another student moved away from the school. Two students did not receive permission from their parents to be included in the study. Eighteen of the nineteen students used in the final group for the study were Caucasian and one was African American.

Twenty-one of the twenty-three students in the class used as the experimental group were Caucasian, one was biracial (Caucasian/African American), and one was Guatemalan Indian, at the beginning of the study. Two of the students had moved from the class, including the child who was biracial. Another two students did not receive permission from their parents to be included in the study. One student's survey results could not be included in the study due to test error. Two additional students had moved to the school during the middle of the study, so the researcher did not include their survey results in the study. Of the eighteen students included in the experimental group of the study, seventeen were Caucasian and one was Guatemalan Indian.

Timeline for the Study

This study was conducted over a twenty-one week period, in which nine international students visited the experimental classroom once for thirty minutes each.

Tests Used

A survey was given to both groups at the completion of the study. The researcher developed the survey. A copy of the survey can be found in Appendix C. Also, a copy of the survey score sheet can be found in Appendix D. The survey was read aloud to the

students in order to avoid confusion caused by the low reading levels of some of the students.

The Experimental Factor of the Study

The subjects in the experimental group of the study were directly exposed to people from other countries, while the control group was not exposed. This exposure to people from other countries took place in two different ways. First, an American family adopted a member of the experimental group and her younger brother from Guatemala less than two years ago. She was a Guatemalan Indian. The year of the study was her second year in America and at the school. When she first came to the school, she did not speak any English, but after one year of ESL (English as a Second Language) training, she was proficient enough in the English language to not qualify for ESL services during the experimental year, except on a consultative basis. She received all of her instruction in the regular classroom during the year of the study.

Second, the researcher arranged for foreign students from two local colleges to visit the experimental classroom, speak about their native countries, and answer any questions the subjects in the class had about their homelands. The researcher planned for at least ten foreign students to visit the classroom, but only nine were able to come. Each international student visited the classroom one day during the study for about thirty minutes. The international student spent about fifteen minutes talking about his or her homeland, and then the students had about fifteen minutes to ask the speaker questions about his or her country.

Statistical Analysis for This Study

At the end of the experiment, the researcher gave a teacher-made survey to both the control group and the experimental group. The survey consisted of ten multiple-choice questions. Each question had four possible answers. Each answer reflected a different degree of positive or negative attitudes toward foreigners. The researcher had assigned each answer a numerical value. The answers that showed the highest degree of positive attitudes toward persons from other countries received a score of four. The answers that showed the lowest degree of positive attitudes toward persons from other countries received a score of one. Answers that showed a more moderate degree of positive attitudes toward foreigners received a score of three or two; three being more positive than two. All the answers on each student's survey were tallied into one final score. The scores from the two classes were compared using a t-test to determine if there was any significant difference between the attitudes of the two groups of children.

Chapter 4

RESULTS

At the end of the study, the researcher gave an attitudinal survey to both the test and control groups on their attitudes toward people from other countries. Each question on the survey received a rating from one to four, four being the most favorable toward internationals and one being the least favorable. The researcher added the scores from each of the questions together to form a total raw score for each of the surveys. The highest score possible for the survey was 40, the lowest 10. The researcher compared the survey scores of each of the two classes using a t-test. The results of the t-test are shown in Table 1.

TABLE 1

Comparison of Post-test Means of Control And Experimental Groups

Groups	N	Mean	Mean Difference	Std. Error of Means	t ratio	Sig. 2-Tailed
Control	19	31.5789				
			-2.3655	1.3861	-1.707	0.097*
Experimental	18	33.9444				

* Not Significant

The average attitude toward internationals seemed to be moderately high in both classes. The average attitude in the test group was higher than the average attitude in the control group, but not significantly. Therefore, the researcher concluded that there was

no significant difference between third grade students who had exposure to internationals in the classroom and third grade students who had no exposure to internationals in their attitudes toward people from other countries, as measured by a teacher made survey at the 0.05 level.

Chapter 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

It is important for children to develop positive attitudes toward persons from other countries. In this study, nine international guests from six different countries visited a primarily Caucasian rural/suburban third grade class in Eastern Tennessee. Each guest visited the test classroom once during the twenty-one week study. Half of the guests' time was spent teaching the children about their home countries. The other half of their time was spent answering questions that the children asked them.

This study attempted to measure whether those children who had exposure to persons from other countries in the classroom had more positive attitudes toward internationals than children who had no exposure to persons from other countries in the classroom. The surveys given to both groups indicated that on average, each class had moderately high attitudes toward internationals. The test group had higher attitudes than the control group. However, the researcher found no significant difference between the two groups.

Conclusions

This study found that children who had exposure to internationals in the classroom did not have significantly higher attitudes toward persons from other countries, than those children who had no exposure. Although no significance was found between the two groups, the experimental group did have higher attitudes, on average, to

internationals than the control group. Further research could possibly be significant if conducted with a larger sampling of children. The researcher thinks that having internationals visit the classroom is a profitable experience because it seems to increase the children's excitement about learning. It appeared to the researcher that the children in the test group really looked forward to having guests come to their classroom. Also, the children were shown the location of all of the guests' home countries on a map or globe. This may increase their understanding of world geography.

Recommendations

Having internationals visit the classroom is a profitable experience for children, whether or not it improves their attitudes toward persons from other countries. In this study, each international came to the class as a one-time guest speaker. Children may experience more improvement in their attitudes toward internationals if they spend more time with internationals on a more personal, prolonged level.

If this experiment were to be replicated, it would be good to replicate it in an environment that is known to be hostile to internationals. Many of the children in this study already seemed to have fairly positive attitudes toward internationals. Conducting the experiment in a more hostile environment might show more of a contrast between the control and experimental groups. More research needs to be conducted to determine whether multicultural teaching can improve student attitudes toward internationals, and if so, how multicultural education should best be implicated.

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APPENDICES

School System Approval

APPENDIX A

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Dr. Charles Q. Lindsey, Superintendent

September 26, 2000

Ms. Laura A. Roberts
Johnson Bible College
7900 Johnson Drive
Box 777-412
Knoxville, Tennessee 37998

Dear Ms. Roberts:

You are granted permission to contact appropriate building-level administrators concerning the conduct of your proposed research study entitled, "A Study of Third Graders' Attitudes toward People from Other Countries." In the Knox County schools final approval of any research study is contingent upon acceptance by the principal(s) at the site(s) where the study will be conducted.

In all research studies names of individuals, groups, or schools may not appear in the text of the study unless *specific* permission has been granted through this office. The principal researcher is required to furnish this office with one copy of the completed research document.

Good luck with your study. Do not hesitate to contact me if you need further assistance or clarification.

Yours truly,

Samuel E. Bratton, Jr.

Samuel E. Bratton, Jr., Ed.D.
Coordinator of Research and Evaluation
Phone: (423) 594-1740
Fax: (423) 594-1709

Project No. 106

BEST COPY AVAILABLE

Letter to Parents

APPENDIX B

Laura Roberts
Johnson Bible College
7900 Johnson Drive
Knoxville, TN 37998
251-7826
Laura.Roberts@jbc.edu

(date)

Dear Parent(s)/Guardian(s),

I am presently an intern in Mrs. Howard's class. One of the requirements for my internship is a research project. I am going to invite several international students from Johnson Bible College and UT to visit Mrs. Howard's class and talk about their countries. Then I am going to give all the students in Mrs. Howard's class and Mr. Hoxworth's class a survey about their attitudes toward people from other countries. I will compare the results of the surveys in both classes to see if the students who spent time with people from other countries have better attitudes toward people from other countries than those students who do not spend time with them. With your permisssion, I would like to include your child's results in my study. Please return this permission slip by (date). Feel free to call or e-mail me if you have any questions. I am enjoying working with your children!

Sincerely,

Laura Roberts
JBC intern

Deborah Howard
3rd Grade Teacher

Stacey Hoxworth
3rd Grade Teacher

Pat Robinette
Principal

I give permission for my child, _____'s,
results from a survey about attitudes toward people from other countries to be included in Miss Roberts' research study for Johnson Bible College.

Your name_____

Today's date_____

Please return this slip to your child's teacher by (date).

Teacher Created Survey

APPENDIX C

Survey

Your teacher's name_____

Your name_____Your student number_____

Directions-Read the following questions along with your teacher. Then circle the letter of your answer.

1. How do you feel about people from other countries?

   A. I really don't like them.
   B. I don't like them.
   C. I like them.
   D. I really like them.

2. How would you feel about playing with a person from another country?

   A. I really wouldn't like it.
   B. I wouldn't like it.
   C. I would like it.
   D. I really would like it.

3. How would you feel about being friends with a person from another country?

   A. I really wouldn't like it.
   B. I wouldn't like it.
   C. I would like it.
   D. I really would like it.

4. How would you feel about learning how people live in other countries?

   A. I really wouldn't like it.
   B. I wouldn't like it.
   C. I would like it.
   D. I really would like it.

5. How excited would you be to meet someone from another country?

   A. I really wouldn't be excited.
   B. I wouldn't be excited.
   C. I would be excited
   D. I really would be excited.

6. How scared would you be to meet someone from another country?

   A. I really wouldn't be scared.
   B. I wouldn't be scared.
   C. I would be scared.
   D. I really would be scared.

7. How happy would you be to meet someone from another country?

   A. I really wouldn't be happy.
   B. I wouldn't be happy.
   C. I would be happy.
   D. I really would be happy.

8. How angry would you be if you met someone from another country?

   A. I really wouldn't be angry.
   B. I wouldn't be angry.
   C. I would be angry.
   D. I really would be angry.

9. How upset would you be if a person from another country could not speak English?

   A. I really wouldn't be upset.
   B. I wouldn't be upset.
   C. I would be upset.
   D. I really would be upset.

10. How comfortable would you be around a person from another country?

   A. I really wouldn't be comfortable.
   B. I wouldn't be comfortable.
   C. I would be comfortable.
   D. I really would be comfortable.

APPENDIX D

Survey Score Sheet

1. How do you feel about people from other countries?

   A. 1
   B. 2
   C. 3
   D. 4

2. How would you feel about playing with a person from another country?

   A. 1
   B. 2
   C. 3
   D. 4

3. How would you feel about being friends with a person from another country?

   A. 1
   B. 2
   C. 3
   D. 4

4. How would you feel about learning how people live in other countries?

   A. 1
   B. 2
   C. 3
   D. 4

5. How excited would you be to meet someone from another country?

   A. 1
   B. 2
   C. 3
   D. 4

6. How scared would you be to meet someone from another country?

   A. 4
   B. 3
   C. 2
   D. 1

7. How happy would you be to meet someone from another country?

   A. 1
   B. 2
   C. 3
   D. 4

8. How angry would you be if you met someone from another country?

   A. 1
   B. 2
   C. 3
   D. 4

9. How upset would you be if a person from another country could not speak English?

   A. 4
   B. 3
   C. 2
   D. 1

10. How comfortable would you be around a person from another country?

    A. 1
    B. 2
    C. 3
    D. 4